

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Orange County Department of Education

March 5, 2008

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at Orange County Department of Education. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the attached report, the accreditation recommendation is **Accreditation with Technical Stipulations**.

Common Standards and Program Standard Decisions For all Programs offered by the Institution or Program Sponsor

Common Standards

	Standard Met	Standard Met with Concerns	Standard Not Met
1) Educational Leadership		X	
2) Unit and Program Evaluation System			X
3) Resources	X		
4) Faculty	X		
5) Admissions	X		
6) Advice and Assistance	X		
7) Field Experiences and Clinical Practice	X		
8) Program Sponsor, District and University Field Experience Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total # of Program Standards	Number of Program Standards		
		Standard Met	Standard Met with Concerns	Standard Not Met
Education Specialist: MM	29	29		
Administrative Services	15	13	1	1

The following was completed in accordance with the procedures approved by the Committee on Accreditation:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: **Orange County Department of Education**

Dates of Visit: **March 2-5, 2008**

Team Recommendation: **Accreditation with Technical Stipulations**

Rationale:

The unanimous recommendation for Orange County Department of Education of **Accreditation with Technical Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, program completers, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards—

One Common Standard, Educational Leadership, was found to be Met with Concerns. Although program leadership was evident, concerns regarding definition of roles and responsibilities in the newly evolving unit were noted. A second Common Standard, Unit and Program Evaluation System, was found to be Not Met. As noted before, although there was some evidence of program data collection, analysis and use of results for improvement, there needs to be more attention to a systemic, unit wide system.

Program Standards –

All program standards in the Education Specialist program were found to be met.

Standard 7—Nature of Field Experiences in the Educational Administrative program was found to be Not Met. There was no evidence that candidates had *“authentic and significant experiences addressing a variety of school levels and a variety of school settings.”* There was no evidence that candidates' field experiences included “at least one with a diverse school population”.

A second program standard, Standard 9—Assessment of Candidate Competence was found to be Met with Concerns. There was no evidence that candidates' competence was being assessed against a measure or description of practice, such as a rubric based upon an articulation of the knowledge, skills and attitudes of effective administrators.

Overall Recommendation –

Due to the one Common Standard that is ‘Not Met,’ the one Common Standard ‘Met with Concerns,’ and the program standards ‘Met with Concerns’ or ‘Not Met,’ the team reached consensus on the accreditation recommendation of **Accreditation with Technical Stipulations**.

Following are the stipulations:

1. That the unit provides documentation of the roles and responsibilities for those in unit leadership.
2. That the unit leadership provides evidence of on-going involvement of stakeholders in the organization, governance and coordination of all credential programs.
3. That the unit provides evidence of a comprehensive unit evaluation system involving program participants, program completers and other stakeholders. The unit evaluation system must provide evidence of how data are analyzed and used for program improvement in both credential programs and the unit.
4. That the Educational Administrative Credential Program provides evidence that all Program Standards are met.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Education Specialist Internship Credential

Preliminary Level I

Mild/Moderate Disabilities

Professional Level II

Mild/Moderate Disabilities

Administrative Services Credential

Preliminary

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Orange County Department of Education be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Orange County Department of Education continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:	Lanna Andrews University of San Francisco
Common Standards Cluster:	Mark Cary , Cluster Leader Davis Joint Unified School District, Retired
Basic Credential Programs Cluster:	Bob Loux , Cluster Leader San Joaquin County Office of Education
Advanced/Services Programs Cluster:	Andrew Mullen , Cluster Leader Westmont College
Staff to the Accreditation Team	Jo Birdsell , Consultant

Documents Reviewed

Institutional Self Study	Advisement Documents
Course Syllabi and Guides	Faculty Vitae
Candidate Files	Memorandums of Understanding
Program and Fieldwork Handbooks	Instructors Meeting Agendas
Follow-up Survey Results	Admissions Interview Protocols
Needs Analysis Results	Program Evaluations
Field Experience Notebooks	Application Packet
Schedule of Classes	

Interviews Conducted

	Team Leader	Common Standards	Basic Credential Cluster	Advanced Credential Cluster	TOTAL
Program Faculty	2	1	7	1	11
Institutional Administration	3	5	1	3	12
Candidates	31	63	63	6	163
Program Completers	1	6	1	8	16
Employers of Program Completers	1	3	1	--	5
Supervising Practitioners	2	1	6	3	12
Advisors	1	1	2	1	5
School Administrators	1	4	1	3	9
Credential Analysts and Staff		1	--	--	1
Advisory Committee	1	2	1	3	7
TOTAL					241

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

The Orange County Department of Education (OCDE) in Southern California partners with 27 Orange County Local Education Agencies to educate over 500,000 students. Schools in Orange County serve a diverse population of students, including 141,768 English Learners. OCDE prides itself of a service orientation to, with and for the surrounding districts. The two credential programs reviewed for accreditation were the District Intern Program--Mild/ Moderate Education Specialist Program and Administrative Services Tier 1 Credential. The programs under review are managed by the Department of Instructional Services' Institute of Leadership Development (ILD), within the Orange County Department of Education's (OCDE) Institute for Leadership Development.

Education Unit

The Institute of Leadership Development (ILD), currently serves 17 programs. The two credential programs have recently come under the supervision of the Director of the Institute for Leadership Development. Each Credential program has a Coordinator. The Coordinator of the District Internship Program has been in place for five years. The Ed. Admin. Tier 1 Program has recently undergone a change in leadership. The original Coordinator was promoted, an interim (previously an instructor) was put in place for the review, and a new Coordinator has just come on board.

The Administrative Services Tier 1 program is in its second year and had 24 candidates complete or are in the process of completing the program. Candidates take monthly course modules over a 15-month period. There are 7 part-time instructors who teach the six courses. The program also has an advisor who monitors all instruction and coordinates the formative evaluations of each course and the grading of the final summative project.

The District Internship Program for Special Education consists of 43 semester units and has been in operation since 2004. There are 16 part-time instructors teaching 19 courses and 16 Field Supervisors. So far, 42 students have earned Professional Clear Mild/Moderate Education Specialist Credentials.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs
Education Specialist Mild/Moderate Option 2 Integrated Internship Credential Program	Initial and Advanced	60	CTC
Preliminary Administrative Services	Advanced	15	CTC

The visit

The visit to the Orange County Department of Education (OCDE) began on Sunday, March 2 at noon. The four team members and Commission consultant met briefly at the hotel then drove to the OCDE offices. Introductions of personnel of the county office involved in the credential programs and accreditation team members were made. An overview of the Institute for Leadership Development and the two credential programs (Education Specialist, Mild/Moderate, Intern and Preliminary Administrative Services) was given. Interviews and document review began that afternoon. The team returned to the hotel Sunday evening for a team meeting. Data collection continued Monday and Tuesday with visits to program classes where candidates in the Mild/Moderate intern program were interviewed. As sites were spread throughout Orange County with no cluster of candidates in any one location, no school visits were made. On Tuesday morning, the team lead presented the Mid-Visit Report to the Director of the Institute for Leadership Development, program coordinators and some program faculty. On Tuesday evening the team met to discuss all standards and programs. Consensus was reached on all standard findings and an accreditation recommendation. The Exit Report was held at 11 a.m. on Wednesday, March 5, 2008.

Common Standards

Standard 1: Educational Leadership

Standard Met with Concerns

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. All professional preparation programs are organized, governed, and coordinated with the active involvement of program faculty and relevant stakeholders. Unit leadership, with institutional support, creates effective strategies to achieve the needs of all programs and represents the interests of each program within the institution or program sponsor. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

The OCDE Education Specialist: Mild/Moderate and Preliminary Administrative Services credentials are based on clearly-articulated visions. Standards (TPEs, CPSELs, CTC Program) served as bases for program design. Central to the mission of both programs is preparing knowledgeable, reflective educators to promote student success in multicultural school settings. The OCDE credential programs are highly responsive to the needs of the public schools in the Orange County area.

The team could not find evidence that all credential programs are organized, governed, and coordinated with the active involvement of program faculty, representatives from consortium schools and other stakeholders. Many program changes have been based on informal feedback from stakeholders.

Leadership of programs has recently been consolidated within the Institute for Leadership Development (ILD). The Director of Instructional Services, with support from OCDE leadership has provided direction for OCDE credential programs and has worked with department leadership to identify and address resource needs for each program.

At this time, there is not a well articulated unit leadership structure within the ILD to effectively meet the needs and represent the interests of all credential programs in a systematic and coordinated manner. There is limited evidence of clearly delineated roles and responsibilities to ensure effective governance of programs.

The unit has a clearly-articulated credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Standard 2: Unit and Program Evaluation System**Standard Not Met**

The education unit implements an assessment system for ongoing program and unit evaluation and improvement. The system collects, analyzes and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Data are analyzed to identify patterns and trends that serve as the basis for programmatic and unit decision-making.

There is no evidence of a formalized assessment system at the unit level for evaluation and improvement. Part of the reason for this may be the relatively short time that the Institute for Leadership Development has included two credential programs. There is already discussion underway on the design and implementation of an assessment system.

Although each program gathers some data, there is no unit system for regularly involving program participants, program completers and local practitioners in a comprehensive evaluation of the quality of courses, field experiences, and measures of candidate competency that leads to substantive improvement in each credential program.

Assessment will need to include ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness as measured against candidate competence standards and descriptions of effective practice.

Standard 3: Resources

Standard Met

The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Orange County Department of Education is a major educational service provider in southern California. The department provides a wide range of training programs for surrounding districts and works cooperatively with area universities and agencies to meet a wide range of educational needs. OCDE has modern, well-staffed facilities that include classrooms, technology training facilities, and offices for program coordinators. Most instructional materials are provided to candidates in both programs as part of tuition costs. In addition, the Education Administration program maintains a professional library for student use, and both programs are making increasing use of online resources that students can access through the OCDE Technology Center.

Unit leadership is committed to providing sufficient funding for OCDE credential programs to be successful. Program costs are paid for through a combination of tuition, categorical funds, and OCDE general funds. Program coordinators meet with the Director of the Institution for Leadership Development and the Associate Superintendent for Instructional Services to identify resource needs. Resources are sufficient to effectively support all aspects of credential program coordination, admission, advisement, instruction, and clinical supervision. Through Memoranda of Understanding, district schools provide necessary resources at fieldwork sites, including release time for observation and provision of site mentors.

In addition to instructional resources, support services for admissions and credential processing are provided by OCDE staff.

Standard 4: Faculty

Standard Met

Qualified persons are hired and assigned to teach and supervise all courses and field experiences in each credential and certificate program. Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning. They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution or program sponsor provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the performance of course instructors and field supervisors, and retains only those who are consistently effective.

Interviews with candidates, program completers, program faculty and field supervisors, as well as a review of faculty vitae indicate that program coordinators, coursework instructors, and practicum advisors are well-qualified. The vast majority of program faculty have considerable P-12 experience which both informs their practice as instructors and supervisors and enables them to maintain collaborative relationships and active involvement in the broader professional community. Faculty have extensive knowledge of academic standards, frameworks, and accountability systems used in public schools and are committed to keeping abreast of changes in these areas. School administrators reported that program candidates often have more current knowledge of changes in school legislation and instructional practices than many teachers on their staffs, and candidates reported being sought out by more experienced teachers as better informed in these areas.

Program faculty reflect the cultural diversity of the Orange County schools and demonstrate knowledge of cultural, ethnic, and gender diversity. Candidates and program completers reported that coursework instructors were highly knowledgeable about, and skilled in providing strategies for addressing a wide range of instructional needs. Faculty consistently model the instructional strategies, practices, and perspectives they are teaching.

Although there is evidence of workshops offered by the unit, there is no evidence that there is planned or supported faculty development.

Standard 5: Admissions

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each individual has personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness.

Admission criteria and procedures for OCDE credential programs are clearly defined and published in program recruitment materials. Candidates in each program are admitted on the basis of multiple measures including undergraduate GPA, passage of required prerequisite coursework, demonstration of field experience, necessary credentials, letters of recommendation and interviews with program faculty. Program information is disseminated throughout the Orange County area and on the Internet.

Program faculty determine that candidates possess the personal characteristics and dispositions necessary to work effectively with diverse student populations by means of application letters, letters of recommendation, and interviews. Education Administration applicants currently work in Orange County schools and many of the applicants to the Education Specialist program have also worked in Orange County or Los Angeles public schools as paraeducators or teachers.

In order to encourage and support candidates from diverse populations, the Special Education program offers provisional acceptance to applicants with strong potential, but who may not have completed CSET or who may not yet have a job. All program requirements must be met in order to be fully accepted into the program.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Candidates in OCDE credential programs receive continual advisement throughout the programs. Candidates and program completers consistently reported high levels of responsiveness from program staff to any questions or concerns candidates raised. Program advisors are available before each class to provide advice and assistance to students on an as-needed basis. In addition, regular advisement sessions are provided to ensure that all candidates have information needed to complete all program requirements. Candidates whose progress or performance is deemed unsatisfactory are notified, and assistance is provided to enable those candidates to succeed. Students may have to repeat assignments—or even entire courses—in order to demonstrate satisfactory performance. After receiving appropriate assistance, candidates whose progress or performance remains unsatisfactory are dropped from the programs.

Program information is made available to candidates through orientation sessions, handbooks, advisement meetings, and increasingly on the OCDE website.

Areas of Strength in Standard Implementation

OCDE credential program faculty, advisors, and coordinators provide exceptional support to candidates who have questions or concerns, or who need assistance. Candidates, program completers, field supervisors, and employers of interns uniformly identified advice and assistance as a program strength. This strength was noted not only in support for candidates, but in responsiveness to concerns from field supervisors and site administrators working with the program.

Standard 7: Field Experiences and Clinical Practice

Standard Met

The unit and its school partners design, implement, and regularly evaluate a planned sequence of field and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that they meet state adopted academic standards. For each credential and certificate program, the unit collaborates with its school partners regarding the criteria for selection of school sites, effective clinical personnel and site-based supervising personnel. Fieldwork and clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.

OCDE credential programs include fieldwork designed to enable candidates to develop and demonstrate the knowledge and skills necessary to effectively meet the educational needs of all students.

Education Specialist interns, working as teachers-of-record in their own classrooms take part in a sequence of coursework and fieldwork organized into four semester-long blocks. Each semester, course and fieldwork assignments are designed to complement one another in addressing the knowledge and skills appropriate to candidates' developing practice as teachers. Each intern receives oversight and support from a cohort advisor, practicum supervisor, and peer coach (district field supervisor). Evidence from interviews with interns, program faculty, and district field supervisors makes clear that there is a high level of collaboration among all personnel responsible for supervising clinical practice.

Education Administration candidates receive oversight and support from the cohort advisor and district field supervisors. Candidates complete the bulk of fieldwork assignments at school sites where they are currently employed.

Evidence of school partners regularly evaluating planned sequence of field and clinical experiences is limited.

**Standard 8: Program Sponsor, District and University
Field Experience Supervisors**

Standard Met

Field supervisors provide systematic and continuing support for candidates. Based on identified criteria, field experience supervisors are carefully selected, knowledgeable and supportive of the academic content standards for students, trained in supervision, oriented to the supervisory role and evaluated in a systematic manner. Supervisory activities are evaluated and recognized. District-employed supervisors are certified and experienced in either teaching the specified content area(s) or performing the services authorized by the credential or certificate.

Field supervision in the Education Specialist intern program is provided by a cohort advisor and a practicum supervisor from OCDE and a district mentor. Most district mentors are employed at the same site as the intern. In some cases (itinerant teachers or teachers in unusual assignments) district mentors are off-site. Field supervision in the Preliminary Administrative Services Credential program is provided by the OCDE cohort advisor and a district field supervisor assigned to each candidate.

Interviews with candidates and program completers, OCDE supervisors, and district field supervisors indicate field support in both programs. In addition, supervisors are readily accessible when candidates have concerns needing to be addressed.

Orientation to programs and opportunities for training in supervising are offered to field supervisors. Program advisors are available to meet with district field supervisors to explain program requirements and orient them to their role in supervising candidates. District field supervisors are certified and experienced in those credential areas they are assigned to supervise.

As the unit continues to develop its assessment system the evaluation of district field supervisors should be standardized across programs so that it is done in a systematic manner.

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as teachers and other professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Interviews with candidates, instructors, supervisors, and program administrators reveal that courses are designed to teach the knowledge, skills, and abilities to educate and support students in meeting state-adopted academic standards.

Through coursework assignments, fieldwork and portfolios, Education Specialist interns demonstrate mastery based on components of the TPEs and CTC program standards.

There is evidence that the Educational Administrative Services Credential candidates demonstrate the professional knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. The program is working toward a more comprehensive and systematic assessment of candidates' professional knowledge and skills.

Education Specialist Mild/Moderate Option 2 Integrated Internship Credential Program

The Mild/Moderate education specialist curriculum is a rigorous, two-year internship program with clearly articulated expectations for high academic performance. Early and ongoing fieldwork is integrated across the programs to ensure that teacher candidates have ample opportunity to apply theory to practice. Program completers and current students of the educational specialist credential program state that the teacher preparation curriculum is meaningful, providing ample knowledge and skills to use in their classroom teaching.

After reviewing documents and conducting numerous interviews, the team determined that this program is highly regarded by candidates, faculty, practicum supervisors and employers. In fact, program completers expressed a high personal level of gratitude to faculty and staff for their support. Additionally, program completers consistently expressed that they were well prepared for their teaching roles and responsibilities. That sentiment was echoed in the interviews with field supervisors and employers.

Findings on Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, program completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met.

Areas of Strength in Program Implementation

The candidates and program completers interviewed consistently expressed appreciation for the availability, accessibility, support and care provided to them. Candidates felt their advisors simplified the intern process, and were a key ingredient in their success. Candidates, program completers, faculty and practicum supervisors all commented on the Coordinator's open door policy, and willingness to listen to concerns.

Candidates, program completers, employers, and practicum supervisors reported being very pleased with the quality, developmental nature, and variety of the fieldwork in the education specialist program.

Employer interviews disclosed great satisfaction with the quality of beginning special educators prepared by the Orange County Department of Education.

There is evidence of consistent data collection, analysis and use of the results at the program level.

Candidates receive frequent visits, observations, and opportunities to conference with field supervisors.

Preliminary Administrative Services Credential Program

The current program leading to a Preliminary Administrative Services Credential (PASC) began as a collaborative with other California county offices of education. A decision was made by Orange County Department of Education (OCDE) to develop its own program. The program was designed to complement the OCDE's Institute for Leadership Development's array of professional development offerings. Classes began in the Fall of 2006, and the first cohort of approximately 24 candidates completed the program in January of 2008. A second cohort began study in the Fall of 2007.

The program blends an estimated 50% face-to-face contact, 25% virtual community, and 25% fieldwork. Candidates typically complete the field component in the school setting where they are employed, and in most cases their regular building or program supervisor doubles as their designated supervisor for the field component of the PASC program.

Course content closely parallels the California Professional Standards for Educational Leaders (CPSELs). All courses are taught by experienced K-12 public school administrators. Courses provide well-documented opportunities for candidates to learn the skills and knowledge delineated in the CPSELs, including growth in their understanding of cultural diversity and the use of technology in promoting the success of all students.

Early in the program each candidate completes a proposal for a field-based project in which the skills and knowledge acquired in the program may be applied. Toward the completion of the program, each candidate prepares a 20-minute presentation on the development and outcomes of the project to a panel of experienced administrators. In addition, the candidate prepares a comprehensive program portfolio.

Findings on Standards

After reviewing the institutional self-study and supporting written documentation, and after completing interviews with program completers, candidates, field supervisors, course instructors, members of the advisory committee, and program administrators, the team determined that Standards 1-6, 8, and 10-15 were met.

Standard 7 (Nature of Field Experiences)—Not Met

The team determined that Standard 7 (Field Experiences) was not met at this time. Although program completers' and field supervisors' reflections on the field component were mostly positive, the team found that candidates' experience was in most cases limited to a single educational setting. It was not clear that candidates acquired "*authentic and significant experiences addressing a variety of school levels and a variety of school settings*," nor was there documentation that each candidate had completed the requirement in at least one site with a diverse school population (7e). The team did not find persuasive evidence that the program is currently providing "*appropriate, on-site direction to the quality of the field experiences*" (7c). Moreover, the team had concerns about the breadth of the candidate's field experience. It was not clear that program-completers consistently experienced first-hand a full range of administrators' performance requirements.

Standard 9 (Assessment of Candidate Performance)—Met with Concern

The team determined that Standard 9 (Assessment of Candidate Performance) was met with concern, with particular reference to element (a) [*Expectations for candidate performance*] and element (h) [*Use of assessment data in providing evidence of program quality*]. The team did not find conclusive evidence that candidates are assessed throughout all facets of their program in relation to standards of candidate competence and performance identified in Category III. Although there was a clearly articulated rubric for the presentation of the candidate's field-based project, the team found inadequate evidence that a clear and comprehensive set of performance benchmarks had been articulated to candidates. Moreover, the team found limited evidence that candidates had assessed themselves (either formatively or summatively) in relation to the performance standards. Program completers were not consistently able to articulate their own administrative strengths and weaknesses in relation to an established professional point of reference.

The program has shared with the team appropriate next steps directed to strengthening the assessment process.

Areas of Strength in Program Implementation

Program completers consistently expressed appreciation for the practical orientation of the program. Discussing real-life scenarios, being introduced to techniques that could be put to immediate use, and hearing the stories of the experienced administrators who served as instructors or guest speakers all helped to connect the program to candidates' daily professional practice.

Program completers appreciated the careful feedback, timely reminders, and consistent support they received from their cohort advisor throughout the program.

Program completers provided particularly strong evidence of achievement and reported particular growth relevant to CPSEL 1, Development of a Shared Vision.

Areas for Growth in Program Implementation

The team found relatively limited evidence pertinent to Standard 2(b) of Program Coordination, which speaks of on-going "purposeful, substantive dialogue" among partners in monitoring the implementation of the program. Recently appointed members of the Advisory Committee seemed uncertain of their role as individuals and confused about the purpose of the committee.